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ABSTRACT

Developed for a high school unit on special occasion speeches, this guide is designed to help students learn the eulogy, the tribute, and the after-dinner, introduction, nomination, and acceptance speeches. Performance objectives are listed along with a rationale for the course and its content. A section entitled "Teaching Strategies" contains exercises, activities, and materials. The guide concludes with a list of student and teacher resources including state-adopted textbooks, non-state-adopted supplementary materials, periodicals, and audiovisual aids. (RB)

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ED 089332

# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS
Special Occasion Speeches
5114.113
5115.127
5116.128
5175.15

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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

# SPECIAL OCCASION SPEECHES

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English, Speech

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER

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COURSE TITLE: SPECIAL OCCASION SPEECHES

COURSE DESCRIPTION: The study of the eulogy, tribute, after-dinner speech, introduction to a speaker, nomination and acceptance speeches. The welcome, storytelling, and master of ceremonies speech are also included.

## I. PERFORMANCE OBJECTIVES

A. The student will give a speech of introduction according to predetermined criteria.

B. The student will give a speech of welcome using techniques appropriate to his purpose.

C. Given an appropriate situation, the student will perform the duties of a master of ceremonies, or an after-dinner speaker whose primary purpose is to entertain.

D. Given appropriate situations, the student will role-play both nomination and acceptance speeches.

E. Given an appropriate subject, the student will deliver a speech of tribute or a eulogy satisfying discussed criteria.

## II. COURSE CONTENT

A. Rationale

This course is intended not for the debater or orator but for the average student who doubtless will have many opportunities to "say a few words" to audiences on special occasions. Since he will wish to establish rapport with his listeners, he should gain expertise in analyzing the nature of the occasion, adapting his speech to its nature, and using effective speaking techniques. Traditionally the raison d'etre of the special occasion speech is inspiration, courtesy, or entertainment rather than

information or persuasion. It is hoped that recognizing the value of preparation, brevity and style will enable the student to perform well.

B. Range of content

1. Types of special occasion speeches

a. Introduction

b. Welcoming address

c. Master of ceremonies and after-dinner speeches

d. Nomination and acceptance speeches

e. Tributes and eulogies

2. Stages of speech preparation

a. State purpose of speech

b. Identify nature of occasion

c. Employ sound public speaking practices

3. Guidelines for composition and delivery

a. Elements of a speech

(1) Speaker

(2) Audience

(3) Text

(4) Occasion

(a) Time

(b) Place

(c) Time limits

b. Selection of materials

(1) Primary experiences

(2) Data sorting

(3) Data bank

(a) Quotations

(b) Illustrations

(c) Ideas

(d) Examples

(e) Jokes

c. Organization of materials

(1) Purpose sentence

(2) Isolation of two or three main ideas

(3) Phraseology

(a) Concise language

(b) Vivid mental images

(c) Parallel structure

(4) Support evidence

(a) Fact

(b) Expert opinion

(c) Specific instance

(d) Illustration

(5) Text of speech

(a) Attention of and guideposts for audience

(b) Presentation of message

(c) Reinforcement and summary

(6) Types of outlines

(a) Sentence

(b) Key phrase

(c) Key word

(7) Methods of delivery

(a) Manuscript speech

(b) Memorized speech

(c) Extemporaneous speech

(d) Impromptu speech

III. TEACHING STRATEGIES

OBJECTIVE A: The student will give a speech of introduction according to predetermined criteria.

1. Have students recall introductions they have listened to and brainstorm some of the following questions.

   a. Why do they remember the speech?

   b. How did the introduction set or mar the mood of the occasion?

   c. Was what they learned from the introduction about the speaker relevant to the occasion and the topic?

   d. Did the introduction add or detract from the speaker's credibility?

   e. Did the introductory speaker make clear that his role was secondary?

2. Have students consider the role of the presenter of the main speaker. In what ways is he the speaker's emissary? They might suggest that he prepares the audience to accept the speaker and his message, establish-

as the speaker's credentials and highlights the significance of the subject for the audience; he also announces the speaker.

3. Have students listen to interview shows such as Mike Douglas, Dick Cavett, David Frost, David Susskind or forum type programs like Meet the Press, Face the Nation. Have them report back to the class the kinds of introductions they have observed. Is there a core of commonality?

4. Have students determine the nine-word traditional introduction always given to the President of the United States. Why is there no need for a longer introduction? Have students hypothesize situations when a very short introduction would be inadequate.

5. Divide class into pairs. Have each pair randomly pick from a box slips of paper on which speech topics have been written. Have them then imagine and list some of the experiences and characteristics which should be included in an introduction in order to establish a speaker as an authority on the topic. The lists should be shared and evaluated by the class.

6. Have students list ways in which information about a speaker would be gained.

   a. Vita

   b. Personal interviews

   c. Conversations with associates to find interesting anecdotes

   d. Directories such as Who's Who, professional journals, etc.

7. Have students listen critically to several staged or taped speeches of introduction which focus on common faults: excessive length, inappropriate language, cliches, false tone, inadequate information, etc. After they have evaluated these speeches, have students develop class criteria for effective speeches of introduction. A review of the information included in the range of content may be useful in developing criteria.

8. Have students utilize these criteria to introduce imaginary persons of the following types:

   a. A popular actor

   b. A musical group

   c. An unpopular teacher to an assembly of students

   d. The captain of the school team after the school lost the championship game

   Students may use checklists to evaluate each other's performances.

9. Have each student choose to introduce as a featured speaker a class member with whom he is not well acquainted. They should consider the following steps:

   a. Establish contact with person

   b. Select a subject about which the speaker is knowledgeable

   c. Gather relevant information for the introduction

      (1) Choose sources

      (2) Establish speaker's authority

   d. Use information, etc. to provide a common ground between speaker and audience

   e. Present speaker

   Class should evaluate effectiveness of each speech in terms of the class-determined criteria.

OBJECTIVE B. The student will give a speech of welcome using techniques appropriate to his purpose.

1. Have students brainstorm to develop a class list of how they recognize whether they are welcome at a given place or in a given group.

2. Have students volunteer methods they have used for "breaking the ice" either in school, at parties, in strange new situations.

3. Have each student bring to class a greeting card (Valentine, religious holiday card, get well card) to illustrate the interrelationship between tone, occasion, sender, and receiver.

4. Have students consider what connotations the word <u>welcome</u> has. Does it focus on the visitor or the host?

5. Have students search current or filed newspapers and magazines for accounts of visitors being given the "key to the city." What does this gift signify?

6. Have students invite a foreign exchange student or other newcomer to the school to share the problems and pleasures of his welcome.

7. Have students consider the characteristics of any effective welcoming speech.

   a. Sincerity

   b. Graciousness

   c. Brevity

   d. Specificity

8. Discuss with students the essential content of any speech of welcome: identification of welcoming group and person(s) to be welcomed; sincere remarks about the visitor(s); significance of visit.

9. Have students prepare a two-minute speech welcoming a real or fictitious visitor to the class.

OBJECTIVE C. Given an appropriate situation, the student will perform the duties of a master of ceremonies or an after-dinner speaker whose primary purpose is to entertain.

1. Invite a member of a local Toastmasters Club to speak to the class about the duties of a master of ceremonies or an after-dinner speaker whose primary purpose is to entertain. The speaker should be encouraged to discuss with the students the obligation to maintain reasonable decorum.

2. Have students generate a list of topics they think would be appropriate subjects for after-dinner speeches. Have them apply the ideas presented by the guest speaker as criteria of appropriateness.

3. Have students identify people in show business, sports, or other areas whom they would consider suitable choices for after-dinner speakers. What personality traits make these people good choices? (affability, ready wit, basic respect for audience)

4. Have students view television programs or listen to radio programs and evaluate the personality projected by the master of ceremonies.

   a. Emmy Awards

   b. Academy Awards

   c. Variety shows

5. Have students read or listen to selections by such writers as James Thurber, Clifton Fadiman, Stephen Leacock, or Bennett Cerf to discern the special type of humor most evident and appropriate for after-dinner speeches.

6. Have students view the film <u>What We Laugh At</u> and listen to the record "The Fun Makers: An Evening with the Humorists" to further identify types of humor.

7. Have students prepare a two or three minute after-dinner speech whose humor is dependent upon a joke, a pun, a riddle, or a humorous anecdote.

8. Have groups of students role-play the after-dinner entertainment at gatherings such as "Ribs 'n Roast," Friars' Club, an athletic awards banquet, or the opening dinner for a charity drive.

OBJECTIVE D. Given appropriate situations, the student will role-play both nomination and acceptance speeches.

1. Have students discuss how the personality and credentials of the person giving the nominating speech may affect the candidate's chances. Is there one particular "best" kind of personality for this purpose? Why or why not?

2. Have students determine what qualities they would look for in someone who was nominating them. What factors might influence this selection?

   Example: Famous person; association technique (sports hero, astronaut, revered politician, professional colleague)

3. Have students conjecture the role of television in influencing the selection of nominators? How important is the "all-American boy look" as a criterion? The appearance of maturity?

4. In order to plan a nominating speech, have students generalize what kinds of information the audience should be given. They should consider what facts should be revealed. Should any be concealed? What are the ethical considerations in such a situation?

5. Have students nominate a controversial figure for a major national office (e.g.: Betty Friedan for President or George Wallace for the Supreme Court).

6. Have students role-play a school, local, state, or national political convention utilizing nomination and acceptance speeches.

7. Have students prepare appropriate remarks for acceptance of a scholarship, a trophy, or an Honorable Mention Award in a contest.

8. Have students with the librarian's assistance find examples of nomination or acceptance speeches and evaluate them in terms of the class guidelines.

OBJECTIVE F. Given an appropriate subject, the student will deliver a speech of tribute or a eulogy satisfying discussed criteria.

1. Have a student write the word "eulogy" on the chalkboard. Have the class members break the word into the prefix "eu", root "log," and the suffix "y" and ascertain both the individual and the combined meanings. Examine the denotation of eulogy in a dictionary and check for elements of semantic change. Discuss the characteristics of the eulogy.

2. Ask the students to suggest a person (living or dead) who might be eulogized for a specific occasion.

   Examples:

   Mother's Day

   Veterans' Day

   Memorial Day

   Black History Week

   Anniversary of United Nations

   Bicentennial Celebration of USA

   Athletic banquet for championship basketball team

   Dedication of Eisenhower Parkway

Groundbreaking ceremonies for Disneyland

Annual banquet at Thomas Jefferson Senior High School

3. Have students weigh the advantages and disadvantages of two common approaches, the biographical and the topical. These questions might serve as a departure point for the discussion.

   a. Which approach avoids the pitfall of "tyranny of time"?

   b. Should the focus be history or praise?

   c. What approach best makes the subject "alive"?

4. Have students read or listen to eulogies or tributes honoring persons or events.

   a. "Our Shining Black Prince" by Ossie Davis

   b. Lincoln's Gettysburg Address

   c. "To Satch" by Samuel Allen

5. Schedule a class period in the library to enable students to gather information on persons deserving to be remembered. What sources should be utilized for the following components of the eulogy:

   a. Personal qualities of person being honored

   b. Sources of subject's power or inspiration

   c. Contribution to mankind

   d. Inspiration to humanity

6. Have students apply their knowledge of the eulogy by preparing, then delivering, speeches suitable for the final services for John F. Kennedy, Martin Luther King, Gus Grissom, J. Edgar Hoover, Janice Joplin or other well known personalities.

## IV. STUDENT RESOURCES

### A. State-adopted textbooks

Elson, E. F. and Alberta Peck. The Art of Speaking. Boston: Ginn and Co., 1966.

Hibbs, Paul, et al. Speech for Today. New York: McGraw-Hill Book Co., 1966.

Lamars, William and Joseph Staudacher. The Speech Arts. Chicago: Lyons and Carnahan, 1966.

### B. Non-state-adopted supplementary materials

#### 1. Textbooks

Buys, William E., et al. Contest Speaking Manual. Skokie, Illinois: National Textbook Co., 1970.

Irwin, John V. and Marjorie Rosenberger. Modern Speech. New York: Holt, Rinehart and Winston, Inc., 1961.

#### 2. Periodicals

Vital Speeches of the Day

Newsweek

Time

U. S. News and World Report

## V. TEACHER RESOURCES

### A. Textbooks

Allen, R. R., et al. Speech in American Society. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Anderson, Martin P., et al. The Speaker and His Audience. New York: Harper & Row, 1964.

Braden, Waldo W., ed. Speech Methods and Resources. New York: Harper & Brothers, 1961.

Lewis, George L., et al. Teaching Speech. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

B. Audio Visual Aids

What We Laugh At. 30 minute film.

Net Film Service
Indiana University
Audio Visual Center
Bloomington, Indiana

The Fun Makers: An Evening with the Humorists

Decca Records
50 West 57 Street
New York, New York

Speech in Action. Audio Tape

Educational Media Center
1200 feet. 42 minutes
33/4s/t, 3-20319.